

# The School and Community

Columbia, Missouri

VOL. XIII

MARCH, 1927.

NO. 3

## *What Shall We Teach?*

**T**EACH the fundamentals in education. Interpret life in terms of life; combine books and things, work and study. Teach honor, duty, truth, courage, faith, hope; love of home and of country; reverence for God, for each other and for all His lowly creatures.

**T**EACH self-denial and self-reliance; kindness, helpfulness, sympathy; patience and perseverance; obedience and punctuality, regularity, industry and application; love of work, joy in service, satisfaction and strength from difficulties overcome.

**T**EACH reading, writing and arithmetic of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life, the sum of one's happiness cannot be obtained by subtracting from others; and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need.

**T**EACH geography, but only that to world knowledge may be added world sympathy and understanding and fellowship. Teach history, that against its gray background of suffering and sorrow and

struggle, we may better the present and may project a finer future. Teach civics, to make strong ideals of liberty and justice and to make free, through obedience, the citizens of a republic. Teach science, but always as the handmaid of religion, to reveal how the brooding spirit of God created the world and all that is therein and set the stars in their courses, in accordance with the eternal laws that He Himself had ordained.

**T**EACH that which gives intelligence and skill; but forget not soul culture, for out of this comes the more abundant life, bringing forth the fruits of the spirit. Teach art and music and literature; reveal beauty and truth, inculcate social and civil ideals.

**T**HESE are the real fundamentals in education, for "character is higher than intellect," and the soul shall never die. And there has never been a time when school and college needed more than now to take account of what they are teaching and the way they are teaching, and to place the emphasis where it belongs on the things that make for right and noble living.

—From President Randall J. Condon's Opening Address at the Dallas Convention.



# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XIII

MARCH, 1927.

NO. 3

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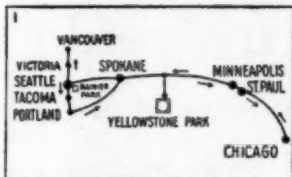
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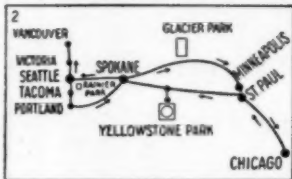
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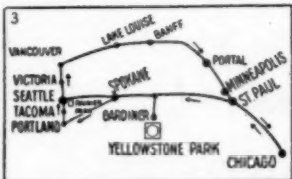
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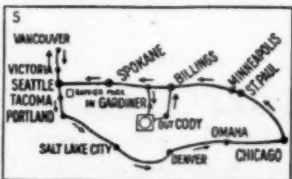
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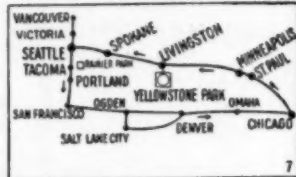
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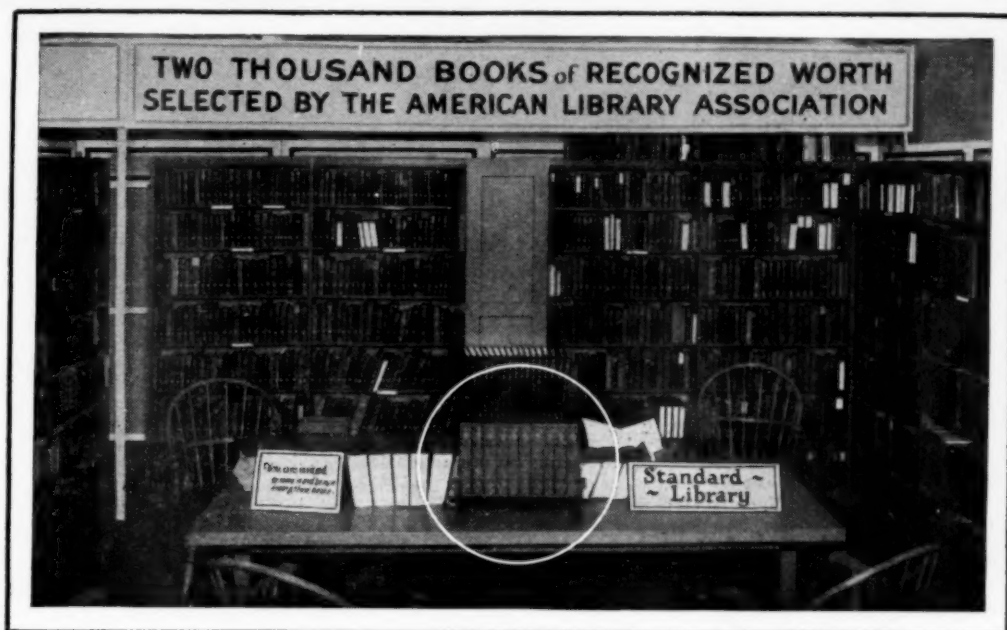
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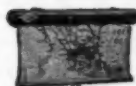
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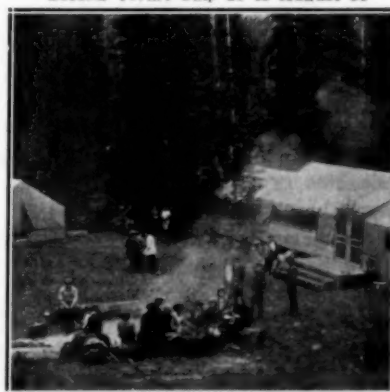
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# EDITORIAL

**S**OMETIMES WE ARE OVERCOME with a period of pessimism. The light of hope burns low and the windows through which light is wont to come turn back to our apprehensive hearts the impenetrable blackness of night. We are seized with terror. Fortunate are we then to have our inner faith based on the eternal verities so that "our fears do not make us traitors."

Not long ago we sat in at a small dinner party composed chiefly of outstanding educators, men of vision, of action and conviction—men who were not afraid to stand before opposition and proclaim the right. A formal address was given by one of the leaders and informal discussion was carried on by several. In the address and in each speech of the discussion was a note of pessimism.

The depressing utterances were based for the most part on the growing strength and boldness of the enemies of popular education. A leader in the field of the industries had publicly advocated that the doors to secondary and college education be barred against all but the financially elite who could pay their own way. A state superintendent of education had had implicit notice served upon him that he need not ask his Legislature for any kind of support until he had disavowed his advocacy of child labor laws and his favorable attitude toward the Education Bill which seeks to establish a Secretary of Education in the president's cabinet.

But the speeches were militant ones. And we were heartened by the thought that men in high places were willing to fight, even against what appeared to be insurmountable obstacles, for what they believed to be right and without selfish considerations dominating their course.

Later we were present at a hearing before a committee of our own legislature where a tax measure for the support of education was supposed to be discussed. The people who were favoring this measure or

some other that might offer relief to the schools were heckled by the legislators on the committee in such a way as to create the inescapable impression that some of these gentlemen were opposed to the entire system of public education by which the children of the poor are educated at the expense of the rich, no matter whether the terms rich and poor be applied to individuals or to communities. Signs were not lacking to indicate that this committee expected to hold the bill in committee so as to preclude the possibility of its passage. We were even told that many of the legislators who would support the measure preferred to be relieved of this responsibility and were hoping that the committee would not report it out and thus save them from doing what they considered their duty.

Is it not time to pray and work that we may have

"men of steadfast will,  
Patient, courageous, strong and true;  
With vision clear and mind equipped,  
His will to learn, His work to do"?

**"RURAL LIFE at the Crossroads"** is the title of a book written by Professor Macy Campbell of the Iowa State Teachers College and recently published by Ginn and Company. We are reprinting a chapter from this book in this issue by special permission of the publishers.

We believe that this is an epoch making book. It is more than a text book for schools. It is a handbook for rural teachers and a challenge to every farmer who is or who ought to be interested in the fundamental questions of farm life. It deserves more than a cursory reading and more than a place in the list of adopted texts. If 10,000 Missouri farmers can be prevailed upon to read this masterful discussion of rural-life-problems in the next year, there will be a different attitude toward schools and a more intelligent interest in their development.

## HANDWORK MATERIALS AT SMALL COST.

By Ella Victoria Dobbs.

ONE OF THE problems frequently met in introducing various forms of handwork into schools is the cost of materials. To the novice the first step seems to be an investment in materials of various sorts all of which cost money, and far more often than either public or administrators are aware the ambitious and progressive teacher meets this cost out of her own slender purse.

While a fund for materials is most desirable and for some types of work, essential, much good work can be done with materials which cost little or nothing. For those who know how to use them good material inspires good workmanship but all too often an abundance of expensive material only encourages wasteful extravagance.

Art is universal in its application and enters into every activity of the day. Children need to be impressed with the idea that we create beauty by our treatment of whatever comes to our hands and this attitude can more readily be established thru the transformation of common every day materials into things both useful and beautiful. As appreciation and skill develop, ways of securing better materials will develop also.

One of the marvels concerning our present use of the radio is the thought that this mysterious power of communication has been about us in the air all these past ages tho we were unaware of it. In a similar way many teachers are unaware of the wealth of useful material going to waste all about them.

For posters and illustrated booklets, advertising matter furnishes an abundance of riches in the way of pictures. Empty boxes from ready-to-wear stores, cartons from the grocery and tablet backs, all furnish cardboard quite fit for many uses. Out of date sample books which the wall paper dealer throws away will produce many attractive sheets which will combine with the cardboard into charming portfolios, bookcovers and boxes. Scraps of cretonne, chintz, linen and other textiles make fine book and box covers. Typewriter ribbon reels, powder boxes, empty ribbon reels from the drygoods store and all sorts of small round boxes may be weighted and furnish the base for balancing toys of the roly-poly type which vary and may progress from the crudely funny to the charming-

ly artistic, if only there is a leader with vision. Incidentally problems in the physics of equilibrium, as well as balancing proportions and color harmony, require solution.

All the space allowed this article would scarcely suffice to list the dolls it is possible to make from rags, bags, bottles, stockings, and even twigs and scraps of wire. Once this field is entered ingenuity and initiative are spurred and again with proper encouragement the crude and funny beginnings may develop into clever and artistic character dolls representing historic periods and persons, costumes and customs of many lands, characters from books read, and so on thru an unlimited list.

Baskets, fine in line and color as well as useful, may be made from grass, straw, corn husks and vines such as the honeysuckle. Tall grass dried in the shade retains a beautiful gray-green color. Corn husks spotted in brown and purples sewed with raffia or cord of corresponding color yield charming effects.

Practically all the foregoing materials may be had at no money cost. A little money wisely invested will multiply their possibilities. A roll of brown Kraft wrapping paper of good quality costs less than five dollars and will last a small school for years. It serves such endless purposes,—poster mounts, booklet pages, box covers, etc.—that it should be considered one of the indispensable furnishings of every school. A little paint has great powers of transformation. Good paste and glue are essential.

A thick board or a box cover to be used as a weight under which posters and other mounted papers may be pressed means much in the appearance of finished work.

A small expenditure for colored poster papers will inspire ambition and pay well on the investment.

In the use of all the above the results will be clumsy or clever, crude or fine, according to the degree in which art appreciation enters in. We learn to do by doing, therefore all are encouraged to begin even if the beginnings are crude and clumsy. Thoughtful study and repeated efforts combined will raise the quality of the product, and it is this thoughtful study which justifies the process.

Merely making things has only scant value and may be a waste of time unless thru the various processes eyes that saw not are opened to see more and more the finer things in color, form and proportion; unless more and more mechanical insight into the mysteries

of construction is quickened; unless interest is aroused in seeking out the causes and ramifications of the problems encountered.

We need not despise the day of small beginnings if we remember that "not failure but low aim is crime."

## THE EDUCATION BILL

By Dr. John K. Norton, director of Research Division of the National Education Association.

**T**HE Education Bill would create a federal Department of Education with a Secretary in the President's Cabinet. The new department would conduct educational research and fact-finding investigations to aid the people in maintaining efficient school systems.

The bill coordinates such educational work, conducted by the federal government, as may logically be brought together in a Department of Education. It also provides for correlating other educational activities of the national government which, because of their nature, should remain where now located.

The measure does not provide, either directly or indirectly, for the nationalization of education. It would not infringe upon the existing local control of public schools, nor would it interfere with the independence of private and parochial schools.

The bill differs from some former measures in that it makes no appropriations for the support of education in the states.

### *Carefully Matured Measure*

The Education Bill is a carefully matured measure. It represents the fruitage of the best educational thought of the nation. It enjoys the active support of a large number of great national organizations.

The measure involves no change in the historic policy of the nation as it affects the control and promotion of education. Rather, it represents a logical development of policies rooted in our earliest history.

Much confusion has existed due to a failure to distinguish between the control and the promotion of education. From the beginning of our history the control of education has been in the hands of the states. There it should remain.

The promotion of education, on the other hand, has been one of the accepted policies of the federal government since the beginning of our history. As early as 1787 Congress passed an ordinance reading, "schools and

the means of education shall be forever encouraged" and appropriated land from the public domain for the use of local communities for this specific purpose.

None other than George Washington recognized that the federal government should exercise some educational functions. One of Washington's most cherished ideas was the establishment of a national university. His will of 1799 left a substantial sum to the government of the United States for the endowment of a national university.

Shortly after the Civil War the Bureau of Education was created to

"aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country."

The creation of a Department of Education would be the logical development of a function which the national government has exercised with great benefit since the beginning of our history.

The creation of a Department of Education is also in line with the historical development of the whole American governmental system. In the beginning of our history three executive departments were created to administer the affairs over which the central government had control under the provisions of the Constitution.

Some of our federal departments exist to administer affairs over which the national government is given control by the Constitution. Others exist, not to control, but to promote great national interests. Educators now urge that the importance of education justifies the creation of a Department of Education to render to the schools of the nation certain services which only a federal office can provide.

### *Why a Department?*

What conditions justify the creation of a Federal Department to serve education? Tradition and guess work still play too large a



part in determining educational procedure. Childrens' talents are often poorly developed. Their time is wasted. Many school boards cannot with accuracy tell how much their schools cost. School buildings are frequently built according to poorly thought-out plans.

The nation's yearly bill for school buildings is nearly four hundred million dollars. There is evidence that much of this money is poorly spent due to ignorance. A report on school house planning recently published by the National Education Association comes to the conclusion that "the total amount of waste in school buildings is enormous."

What relation would a Department of Education have to such waste? It would formulate scientifically devised "checking lists" whereby building plans could be carefully checked by local school officials before construction takes place.

A saving of approximately nineteen million dollars would result yearly if the amount expended for school buildings could be reduced but five per cent. Such a saving is not too much to expect when one considers the present meagre resources the average school system commands in undertaking school building work.

#### *Human Savings Important*

Human savings count more than money savings. Our whole school procedure is essentially unscientific. Today even the best trained teachers are relatively uncertain as to whether their classroom work is creating good or bad citizens.

We can never approach certainly as to the conduct of school work until a body of exact information is created as a guide for those in whose hands the training of children is placed. It is in the assembling of such a

body of information that a Department of Education should play a major role.

#### *Value of Research*

Scientific research has tremendously increased the effectiveness of every form of human endeavor to which it has been applied.

Scientific investigation at a relatively slight cost offers undreamed-of returns. The entire modern industrial system with its tremendous ability to produce, dates from the researches of Watt in Glasgow and Faraday in London.

#### *Lesson for Education*

It seems ridiculous that in an age when life has been literally re-made through research that it should be necessary to urge that scientific investigation will improve educational efficiency.

Skepticism and ridicule, however, have greeted every attempt to apply research and scientific methods to the great interests that affect public welfare. The business man doubted that research could be of any assistance in practical commercial life. The possibility of building a science of medicine through research was ridiculed even by the doctors themselves. Research has resulted in an almost complete revision of our methods of agricultural productivity. When it was first suggested that the national government should attempt agricultural research these arguments were advanced against the suggestion. Such work would be unconstitutional. It was not necessary. The farmer knew how to take care of himself best without outside "interferences."

Adequate research in the field of education would probably yield greater dividends to human advancement than it has yielded in any field that has yet come under the spell of its magic touch.

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(A poem de luxe)

By A. SLIPUVA GENIUS

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## THE NEW TASK OF THE FARM-LIFE SCHOOLS

This article is Chapter XVII from 'Rural Life at the Crossroads'  
by Macy Campbell, published by Ginn and Company.

*The new task: preparation for economic citizenship.* Changing conditions in rural America have laid a new task on the farm-life schools. This new task is the task of preparing the rural people for the first time to take an intelligent part in organized economic life. It is the task of preparing them to do a thing which they have never done before: make successful use of group action in conducting cooperative enterprises.

*The farmer now a member of both the political and the economic democracy.* The farmer today, like every other citizen, is a member of certain organized political democracies known as the community, the state, and the nation. Henceforth he is to be a member also of certain organized economic democracies known as farm cooperatives.

*The old task: individual development and preparation for political democracy.* Up to the present time the task of the farm-life schools has been, first, to develop the farm youth as an individual and, secondly, to prepare him for intelligent participation in the political democracies of which he is a part. These two types of preparation are believed to be desirable for all American children, country and city child alike. All should be so well prepared that they can enter into life successfully wherever their lot may be cast.

*The new task: preparation for economic democracy.* But the changing conditions of farm life today have brought a new need to the rural youth. He must now learn to make a success of cooperative farm enterprise; hence the farm-life school of the future must not only do what the school has done in the past,—namely, develop the farm youth as an individual and prepare him for intelligent participation in political democracy,—but it must also prepare him for equally intelligent participation in the economic democracy of which he will be a part.

*Special need of the rural youth for preparation.* The special need of the rural youth for preparation for economic democracy arises from the fact that farm cooperatives are economic democracies controlled from

the bottom up on the one-man-vote principle. Each farmer remains an independent manager of his own farm, and all farmers participate on an equal basis in the management of the economic affairs of the group. If the affairs of the group are to be most effectively managed, each farmer must play his part intelligently. By way of contrast, the city youth has no such urgent need for preparation for economic democracy. The economic groups in urban life are organized as corporations which are not democracies, but which tend more and more to place complete control of the affairs of the group in the hands of a few individuals at the top. As the problem of making a success of the operation of a corporation lies to such a small extent in the hands of the shareholders, the question of their educational preparation for this task is comparatively unimportant. In the case of the farm cooperative the educational preparation of the member is all-important.

*Objectives of the farm-life schools.* From this time forth the farm-life schools will have three great objectives to accomplish. These are (1) to develop the farm youth as an individual, (2) to prepare him for intelligent participation in political democracy, and (3) to prepare him for equally intelligent participation in economic democracy.

*The old curriculum.* The curriculum which has been developed in the schools of America for the purpose of (1) arousing and shaping the individual powers of the child and (2) preparing him to take an intelligent and helpful part in political democracy may be briefly summarized as follows:

1. *Preparation in the fundamental skills:*
  - a. Skill in reading.
  - b. Skill in using the English language.
  - c. Skill in the processes in arithmetic.
  - d. Skill in spelling.
  - e. Skill in writing.
2. *Preparation in the fundamental Sciences:*
  - a. Geography.
  - b. History.
  - c. Civics.
  - d. Sociology.

- e. Biology.
- f. Physics.
- g. Chemistry.
- h. Mathematics.
- i. Commercial law.
- j. Agriculture.
- 3. *Preparation in the arts:*
  - a. Music.
  - b. Literature.
  - c. Drawing.
  - d. Painting.
  - e. Manual arts.
  - f. Household arts.
- 4. *Preparation for health:*
  - a. Health of the individual.
  - b. Health of the community.

It is generally accepted that the subjects named above have come to be included in the curriculum for the purpose of developing the powers of the individual child and of preparing him to cooperate more intelligently with his fellows in our political democracy.

*The new subject in the curriculum.* In order that the farm youth may learn to cooperate intelligently with his fellows in economic democracy a new subject must be included in the curriculum of the farm-life schools. The new subject strikes its roots into the old curriculum in at least seven points. These are economics, sociology, civics, history, commercial geography, commercial law, and agriculture. The new subject makes use of these seven subjects in preparing the pupil for intelligent participation in cooperative farm enterprise.

*Preparation for cooperative farm enterprise.* The more specific preparation for intelligent participation in cooperative farm enterprise includes the following:

- 1. The fundamental principles of cooperative organizations and the methods of operation by which they achieve their purposes.
- 2. The history of cooperative enterprises among the rural people of Denmark, Holland, Norway, Sweden, Finland, Ireland, Australia, New Zealand, Canada and the United States.
- 3. The various forms which cooperative farm enterprises take: cooperative production, cooperative marketing, and cooperative buying.
- 4. Methods of organizing cooperative associations.
- 5. The part played by the commodity as

the basis of organization; various types of "set up."

6. Business practices involved in cooperative marketing: assembly, grading and quality, storage, financing, transportation, price determination, pooling, merchandising, advertising and publicity.

7. Articles of incorporation, by-laws, marketing contracts, and voting.

8. State and national laws dealing with farm cooperatives and the most important court decisions covering these.

9. The cooperative virtues which must be developed in the citizens to make a success of organized economic democracy.

10. Building up the morale of the cooperative group—learning to sing together, to play together, and to work together as a basis for group action.

11. Arousing in the *keepers of the land* a profound sense of the importance of their service to the nation and of lifting themselves by education and by organization to the point of highest effectiveness in performing this service.

*Economic democracy more difficult.* Economic democracy is more difficult to operate than political democracy. The farm people must face this fact squarely and prepare themselves accordingly. It is more difficult to operate economic democracy successfully because it must be operated always in the face of the keenest kind of opposition. This opposition is set up by the highly organized industries of the cities with which the farmers exchange products. Political democracy does not have to face such opposition; it may run at a low stage of efficiency and survive. Not so with economic democracy. Economic democracy on the farm must be operated at a high stage of efficiency to play the game of business successfully against the highly organized industries with which the farmer exchanges products, or it must perish. This game of business is a most exacting game; thousands who attempt to play it fail. Unless the membership of the farm cooperatives is intelligent, thoroughly informed, and zealously devoted to the task, the attempt to win the game of business through organized economic democracy will fail.

*More demanded of the citizen.* Economic democracy makes greater demands upon the individual citizen than does political democracy. By making greater demands it

tends to develop a higher type of citizen. Economic democracy provides the most exacting training school for citizenship yet devised. It makes the most exacting demands upon each individual member. It must develop a high type of membership or fail. For example, a farmer will not be admitted as a member of the cooperative credit circle until he has established the habit of paying his debts scrupulously as agreed. If the credit circle were less exacting it would fail. The virtues upon the scrupulous practice of which the success of economic democracy depends are these: trained intelligence, faith in one's fellows, willing obedience to self-chosen authority, scrupulous honesty, loyalty to principle, constant vigilance, and high courage. The development of these virtues in a people makes them the highest type of citizens both in political and in economic democracies.

*Difficult problems of school administration.* The new task which the development of economic democracy places upon the farm-life schools presents some very difficult problems for school administrators to solve. Among these problems are the following:

1. *More time demanded by the enlarged curriculum.* To accomplish the new task without neglecting the old will necessarily require more time. This time may be secured in three ways: (1) by cutting out deadwood from the present curriculum, (2) by extending the number of years which farm youth attend the public school to the full twelve-year standard, and (3) by some such plan of continuation schools as is used in Denmark. There the young farmers from eighteen to twenty-five or more years of age attend continuation schools during the five winter months in which their farm work is the least pressing.

2. *The difficulty of obtaining competent teachers.* The inspiring, competent teacher who has a broad contact with farm life is a more important factor in meeting the new need successfully. Without such inspiring, experienced leadership education for cooperative group action must be unduly delayed. The great importance of the teacher in shaping the affairs of men is expressed by H. G. Wells as follows:

No conqueror can make the multitude different from what it is; no

statesman can carry the world affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the widest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.<sup>1</sup>

Teachers are needed in the American farm-life schools who can create a new vision of rural life, develop the cooperative virtues necessary to economic democracy, and liberate the latent powers of the farm group. Such teachers are difficult indeed to secure in America today.

Probably the most inspiring and successful rural-life leaders found in the schools of any country at present are found in the folk high schools of Denmark. In many cases the head teacher is a farmer as well as a teacher. Often this teacher-farmer is also an officer in the local farm cooperative. Out of his broad experience he can point the way to success in cooperative rural life with authority and power. The more successful the cooperatives are made through the addition of young farmers prepared to take an intelligent and zealous part in them, the more successful is this rural-life leader as a teacher, as a farmer, and as an officer in the farm cooperatives. The teacher in the Danish folk high school is inspired by a vision of noble living on the land; he is quickened into untiring efforts by the increased prosperity of his people as a result of the development of successful cooperative endeavor.

So highly motivated is the work of the teacher and the young farmers who form the student body in the Danish folk high schools that it is unnecessary to assign any lessons or to give any examinations. The interest in the success of organized economic democracy is so great that it becomes the dominant note of the school. One of the difficult problems of the farm-life school in America at present is to find teachers with such clear vision, such broad experience as farmers and cooperators, and such keen interest in rural life that they too can make the success of organized economic democracy the dominant note of the school.

3. *The difficulty of holding the most competent young people in the farm group.* So

<sup>1</sup> H. G. Wells, quoted in American educational journals.



long as the better-educated and more competent young people can find more attractive opportunities and more desirable living conditions elsewhere they will be loth to remain in the farm group. If they do not expect to remain in the farm group, it is difficult for them to enter into preparation for cooperative farm enterprise with all earnestness and zeal. Until cooperative enterprises grow strong enough in America to provide business opportunities and conditions of life on the farms which are equally as attractive as those to be found elsewhere, it will be difficult to interest a fair share of the most capable young people in joining whole-heartedly in the preparation for organized rural life. The solution of this problem seems to have been found by the Danes. They have succeeded in interesting a fair share of the most capable young people in farm life by making organized agriculture the most prosperous, the most notable, and the most satisfying of occupations.

4. *The difficulty of developing the morale of rural life.* The most difficult of the problems confronting the farm-life schools in America today is the problem of building up the morale of the farm group to the point where farmers can stick together in successful cooperative enterprises and will set out determinedly under a full head of steam to help themselves. The Danes have much to teach us on this point. The schools of the Danish farmers point the way. H. G. Foght says of them:

To produce much from the soil is but one side of agriculture; to be able to take these products and place them upon the world markets to the best advantage is quite another matter. But the Danish farmer has solved both the production and the distribution sides of his agriculture. And no one thing has played a greater part in the agricultural prosperity than the spirit of cooperation which prevails on every side. . . . The schools, and especially the folk high schools, teach a mutual trust and confidence which have made possible this remarkable development in cooperative enterprise. . . . The mutual trust that the schools teach has made the entire movement of co-

operative enterprise in the kingdom possible.<sup>1</sup>

*The present emergency in America.* The decline in the buying power of the farm in America and the threatened decline in intelligence among rural people have created an emergency. To help to meet this emergency it is highly desirable that the farm-life schools begin their new task vigorously and at once. It is not enough to teach the principles of cooperative farm enterprise as we now teach economics, civics, and history; this new subject must be so motivated that the young people who are just stepping out of the farm schools into farm life will immediately begin to participate in carrying the principles into successful action. It must be made so vital and so dynamic that it will begin immediately to function in rural life.

At best it takes time to bring about improvement in conditions through the education of the youth. Time is required in matters of individual advancement, such as improving production on the farm, but more time is required in matters depending upon group action. The individual can proceed with improvements in production, for example, as soon as he desires to do so, without let or hindrance from anyone else; but in any matter depending upon group action the more progressive individual must wait until his fellows are ready to move with him. Similarly, the people of the more progressive farm community cannot move forward in a large cooperative undertaking until the people in other farm communities are ready to move forward with them. Hence it takes time to bring about improvement through the education of the youth for group action on a large scale.

It is highly desirable that the farm-life schools should begin at once and vigorously to meet the new task which changing conditions have laid on them. The time has arrived when farm people must be prepared to engage successfully in cooperative enterprises. The rural youth must now be made ready not only for successful participation in political democracy but for equally successful participation in economic democracy. This is the task of the farm-life schools.

<sup>1</sup> H. G. Foght, *Rural Denmark and Its Schools*. The Macmillan Company. Reprinted by permission.



## ANTIQUATED BOOKKEEPING AND ACCOUNTING.

By Raymond V. Credit

Teacher of Commerce, State Teachers College,  
Maryville, Mo.

A RECENT survey by the Federal Board of Vocational Education in four large cities of the United States shows that out of the total number of employees engaged in office work only eight percent are actually keeping books. Bookkeeping records are kept by machines, vouchers, and cards.

Does this have any significance for you, teacher of bookkeeping and accounting? Are you still clinging to methods which stress only bookkeeping mechanics? Methods which are as antiquated as one horse shays—and about as useful!

Are you now using the journal or account method of approach? Are you now using text books which are written from these standpoints? Why?

The primary purpose of either of these methods is to teach how to record transactions. To teach that for every debit there must be an equal credit and vice versa. What is the practical aspect of this? Why, out of every hundred students you train for the business world only eight will make actual use of this instruction. Such knowledge is highly contingent.

Present day accounting consists of recording, classifying, presenting, and interpreting financial data. The two approaches mentioned do not look beyond the mere routine of setting down figures and numbers.

One, of course, should be able to record financial facts and record them accurately. But this should not be an end in itself. One, also, should be able to classify financial data—classify it in such a way that it can be presented in report form and used as a basis for managing the business.

Let us take a hypothetical case:

Suppose \$500.00 is debited to Selling Expense when it should have been debited to Administrative Expense. Assume that it is so presented on the Statement of Profit and Loss. Assume further, that the total sales for the old fiscal period were \$20,000.00.

When the manager of the business interprets this report he receives a false impression. Selling expenses have increased but the total sales for the new period have remained constant (\$20,000.00). Because of this the executive feels that the \$500.00 increase in Selling Expense is unwarranted. He takes steps to reduce it during the *next* fiscal period. He orders two salesmen dismissed. When he finds that, at the end of the third fiscal period, sales have decreased \$5,000.00 he cannot account for it. If the expenses had been properly charged to administration the salesmen would not have been dismissed and the sales (all things being equal) would have been as much as they were the two previous periods.

However, teaching one to properly classify all items pertaining to the various kinds of proprietorship is not enough. One should also teach how to present financial matter. One should teach the student how to make up reports, schedules, analytical and comparative statements, and graphs. Teach these as an end in themselves? Certainly not! Teach them why data is assembled in such a way. Teach them that it is so assembled because it is to be used as a basis for managing the business.

Lastly, bookkeeping and accounting should teach how to interpret these reports. Correct interpretation means that the business may be run more efficiently and greater profits secured.

At the present time the method best suited to secure these things is known as the Balance Sheet Approach. The order of presenting subject matter by this approach is as follows:

Reports, accounts, books of original entry, transactions, vouchers.

It is the most logical method because reports are based on accounts, accounts on books of original entry, books of original entry on transactions, and transaction on vouchers. When either of the other two methods of approach are used the order is entirely reversed.

The day will come when the journal and account methods will have, to the teacher of bookkeeping and accounting, as little significance as the old alphabetical method of

teaching reading now has to the primary teacher.—Interesting to read about but of little practical value.

## TWO MISSOURI WOMEN WHO MAKE HOMES AND LITERATURE.

By Victoria Adelaide Harvey

### KATHERINE EDELMAN

**A** LYRIC POET of whom Missouri can be very proud is Katherine Edelman who lives at 3525 South Benton Blvd., Kansas City, Missouri. Mrs. Edelman keeps house for her husband and three charming children and finds inspiration in doing so if her output of poems is any indication. Many of her poems deal with her children and her home and many concern love and happiness themes—so that one must know that she is supremely happy in her home.

Mrs. Edelman was born in County Tipperary, Ireland and she was educated in Ireland. Her poems reflect the influence of her early life in the beautiful valley in Tipperary—which Mrs. Edelman describes as a “picturesque and romantic spot with the purple hills of Erin always in view.” “I had a longing to come to the United States very early for I had heard much about Western life and I longed—my how I longed!—to see the prairie country. And to this day the prairie has a great fascination for me and I never tire of it,” Mrs. Edelman told me recently.

Mrs. Edelman’s dream to come to this country was realized in the fall of 1905 when she came to the United States and was married to J. H. Edelman of the Edelman-Cahill Construction Company. Since coming here and making her home in Kansas City, Mrs. Edelman and her family have made several trips back to Ireland to see the land of her birth.

The many persons who have read Katherine Edelman’s lyrics know that she must be filled with a sense of rhythm—she must actually be possessed with it—her poems flow along like music. In fact three of her poems have been set to music, one is “The Lane to Ballybree” the music by Oley Speaks, published by Schirmer’s of New York and sung for the Victor Records by Madam Homer; also sung for the Edison records by Arthur

Middleton and for another company. “Sis and Buddy Boy” is another one with music by John C. Rodenbeck of Rochester, N. Y. and published by Harold Flammer, Inc., New York and another is “There’s a Little Mother Waiting” with music and publication by Joseph Newman of Denver, Colorado.

I have never known a more retiring personality than Katherine Edelman and never a more modest one for she never speaks of her writing and only when one urges does she mention it. Yet she has had more than 400 poems published besides many short stories (outside of her syndicate work) and many feature articles have come from her pen and have appeared in the Kansas City Star and other papers. Mrs. Edelman’s poems and stories and her other articles have been published among others in *The Ladies Home Journal*; *The Household*; *The Woman’s World*; *Extension Magazine*; *The American Magazine*; *Town Topics*; *The Harp*; *The Writer’s Monthly*; *Ireland’s Own Magazine*; *The Irish Independent*; *Farmer’s Wife*; *Mt. Angel Magazine*; *The Missouri Club Woman*; *The Irish World*; *The Fun Shop*; *The Kansas City Star*; *Queen’s Work*; *The Catholic Register* and *The Milwaukee Journal*. She is also a regular contributor to the *Western Newspaper Union Syndicate* and has sold them dozens of short stories and many feature stories and poems.

“I used to write verses during my going to school years,” Mrs. Edelman ventured one day as we were speaking about her poems—“but I never thought much about poetry then and I usually consigned them to the waste basket. I had always thought that a real author must be a very superior sort of person and knowing myself quite well, (I thought), writing poetry seemed very far away to me. During my early married years I did not write much for I had so many other things to do—but the desire to express my-

self was always with me. Then during the war my opportunity came. I wrote a little Irish war poem called "Come On Ireland" and sent it to The Kansas City Star. It was accepted. I cannot think that anyone in the world ever was happier over an acceptance than I was over that first one of mine! From then on I wrote as much as I could but I have always been very busy with my home and family." And to see Arthur Vincent, age 16; Katherine C., age 11 and John H., Jr., age 9—one wonders that Mrs. Edelman has as much time as she has—away from her family to devote to writing, for these children all demand time from their mother and they come first in their mother's life.

Mrs. Edelman has always been a great lover of poetry and the fact that she read a great deal of it during her early years no doubt helped to encourage—perhaps unconsciously—the rhythm which is her life. Like all poets she did a great deal of dreaming, and these dreams have found generous expression in her poems. Added to her other writing Mrs. Edelman is also a regular contributor to many greeting card companies including, Hall Brothers; The A. M. Davis Company; The Rust Craft Company and The Buzza Company—and she has sold over 500 greeting card sentiments.

Besides her writing and her home duties Katherine Edelman finds time to be president of the Kansas City League of American Penwomen; to be a member of The Missouri Writers' Guild; The Quill Club and Presidents and Past Presidents' Club. She is a much beloved member of all of these organizations because of her genuine, straightforward and charming personality. Her charm is a truly feminine one and the fact that she never even in the slightest degree flaunts her accomplishments adds to it.

#### MRS. MYRTLE JAMISON

**M**RS. MYRTLE JAMISON Trachsel, 2307 Mulberry Street, St. Joseph has been writing and selling only about seven years but in that time she has become a very widely known writer of children's stories. Recently Mrs. Trachsel has also sold a number of adult short stories in addition to her entertainment and feature articles for both old and young.

Myrtle Jamison Trachsel began writing children's stories quite by accident. Having

a very young daughter, Eleanor, who wanted stories told to her and to whom Mrs. Trachsel loved to tell stories, she "made up" a large number. Eleanor liked these stories so well and asked for them over and over until it dawned on her mother that other children also might like to hear these same original stories which these two had had so much fun in "making up." So Mrs. Trachsel said "I meant to write down the stories which Eleanor and I had made up so that she could tell them to her own children some day. Just by accident I happened to send one out to a juvenile magazine. It was single spaced and not at all according to rule, but it just happened to stick and the kind editor wrote me how to make the next one look more "professional."

And that is the way Myrtle Jamison Trachsel began writing.

Since that time when her first story was accepted Mrs. Trachsel has sold many, many children's stories and feature articles. She says that her record book shows that she had had 347 sales but when she records a 'sale' that means that several stories or articles were sold in a lump, so that she has made more than 500 story and article sales actually in the short time she has been writing and selling. It is a known fact that she has contracted for a book of her own stories to be brought out this year by an Eastern firm. The book will be juvenile stories.

In addition to all of her juvenile sales Mrs. Trachsel has sold adult fiction and articles to fourteen magazines. Many of these have purchased both stories and articles. She sells young people's fiction and articles to five magazines and juvenile stories to more than twelve different magazines. Many of Mrs. Trachsel's children's stories have appeared as re-prints in the Elson and Winston readers for the first and third grades—this is of particular interest to the many teachers who read *The School and Community*.

Among others Mrs. Trachsel sells to John Martin's Book, Child Life magazine, Junior Home, The American Boy, Youth's Companion, Farm and Fireside, The Household, and The Woman's Home Companion.

But Mrs. Trachsel is also a busy homemaker and mother and does not write at any great length of time each day. Perhaps one day a week she writes for several hours. For now Eleanor is a High School freshman and



so must have costumes for every occasion. "This week I cut out a dress for Eleanor," Mrs. Trachsel told me yesterday, "and I had it half made when she came home from school saying she would have to have a white serge dress for Glee Club so I stopped and cut it out. Then I've been trying to get Eleanor's room into a spring dress also—so I have painted the wooden curtain rings and poles, washed her curtains, washed and dyed the window draperies a brighter spring shade, and touched up her woodwork. I'm also touching up the porch furniture and decorating it a Chinese red." All of which reflects the home lover which this writer of

children's stories is. More than this she writes Easter pageants and operettas and such like for many occasions which are often presented by various organizations in St. Joseph. She is most active in the Story Teller's League of St. Joseph and helped to organize the St. Joseph Chapter of The Missouri Writer's Guild which is now one of the most active chapters in the state. Mrs. Trachsel is a reader and writes many of her own sketches which she reads. Recently she read several original sketches at the City Federation of St. Joseph Women's Clubs. She has appeared before many federated clubs of the state as a reader and entertainer.

## NOTES ON THE DALLAS CONVENTION

The usual superlatives, best, biggest, most helpful, finest, etc., were applied to the Dallas Convention of the Department of Superintendence by the usual number of departing guests.

Sunday a spring rain dampened the church-going ardor of visitors but the citizens of Dallas are a church-going people. Reports from two Sunday schools showed over 2,500 present and a collection of more than a thousand dollars at each. It was said that there was nothing unusual in this record. Dallas is reputed to have more tithers in proportion to its inhabitants than has any other American city. The number and the beauty of the church buildings makes this statement easy to believe.

The services on Sunday at the McFarlin Auditorium of the Southern Methodist University attracted a packed house and thousands were turned away despite the downpour of rain which came during the hour for assembling. The Reverend Dr. Truett's sermon on the text "David served his own generation, by the will of God" was a thrilling challenge to teachers to serve with the highest motives. The music by the National High School Orchestra, composed of 266 pieces from thirty-eight states and conducted by Joseph E. Maddy of Ann Arbor, was entitled to the hearty applause and extravagant compliments it received.

National Ideals, unity, and citizenship was the keynote of the meeting, expressed by the 266 members of high school orchestras from the various states and cities of the nation, the flags of Lexington representing the emblems

of the thirteen original colonies, and those of each state and territory of the union as well as by numerous addresses.

Missouri was there. Probably more than two-hundred superintendents and teachers from our state were present at some part of the convention. At the Missouri Luncheon on Monday about one hundred seventy-five Missourians, those who live in and out of the State, were present. Among the latter were Superintendent Gwinn of San Francisco, Dr. Alexander of Columbia University, New York, President Richardson of Colorado, and Dr. Horn of Texas.

Miss Genevieve Turk, president of the M. S. T. A. presided at the luncheon and to her we owe our thanks for the program. It had for its theme "The Missouri of Yesterday" and the brief talks were comparisons of now and then. Miss Ernst gave a very clever demonstration of the kindergarten of 1876. Miss Thompson, national president of the Classroom Teachers' organization read an original poem describing various Missouri character as exhibits in "Missouri's Educational Zoo," and was accorded therefor a most generous applause. The concluding feature of the Luncheon Program was a brief demonstration of the Virginia reel. In this event Superintendent Whiteford of Cape Girardeau was the fiddler; Turkey in the Straw was the music to which the dancers moved in graceful formations; and four of the most courageous men with an equal number of the most obliging ladies sacrificed, for the moment, their dignity to illustrate this stately dance of our forefathers.

President Condon will be remembered as the most gracious of presiding officers. He



kept constantly in the foreground the central theme of the convention which he said emphasized the thought that, "Character is higher than intellect and the ideals of the Nation must be born in the hearts of the youth of today."

Dean Milton Benion of the School of Education, Utah University said, "Character education calls for the discovery of the child's potentialities for good and how best to develop these potentialities into actual powers." He stressed social environment as one of the most powerful factors in character education. Parent-teacher organizations, he contended, should not confine their efforts to the home and the school but should see to it that the good work of these institutions are not nullified by community conditions.

Augustus O. Thomas, President of the World Federation of Education Associations said, "The world needs more information and less propaganda, more international conscience and less international competition. The last generation has made the world a neighborhood, the next must make it a brotherhood. We in America should see to it that ours is a country in which international jealousies cannot live. He will contribute most to the happiness of mankind and the progress of civilization who, firmly rooted in the faith of his own people, with love and zeal for his own country, forgets not the common origin and the common destiny of mankind and who develops his spiritual and intellectual gifts to their supreme capacities, thus stepping over national boundaries to the service of all mankind."

Harold W. Foght, Chairman of the Committee of One Hundred on Rural Education said:

"One of the biggest obstacles in the way of professionalizing rural teaching is the amateur teacher. He is now, and always has been, the cause of a lamentable amount of educational waste in the public schools. Time, in the life of the child, is more valuable than any other form of wealth. Misinformation is worse than no information at all and the use of methods of teaching that tend to discourage the child, and perhaps even prejudice him against school and education, are the fruit of amateurish instruction. It is difficult to understand how we can longer continue to

tamper with matters as important as these. In pioneer days it was impossible to get well prepared teachers. We had to get along as best we could. But the times of pioneering are behind us; no longer is it necessary for any community to give the charge of this most important business into the hands of the unprepared, wasteful, and therefore expensive teachers. One of the most vital problems now facing solution in America is the problem of how to prepare an adequate supply of well-visioned rural teachers and how to keep them on the job."

Edgar G. Doudna, Secretary of the Wisconsin Teachers Association said:

"The school of today is not the same as the school of yesterday. It may be better, as its supporters believe it to be, or it may be worse, as its critics assert. In any event it is different in aims, procedures, equipment, and organization. The theory of education is now far in advance of practice, and practice today is far ahead of that of the school that the adult of today attended. One of our problems is to adjust practice to ideals and to interpret both to the public who support our schools."

"Three positive changes in school practice are clearly evident in the first quarter of this century. We are re-examining aims, objectives, procedures and results from the scientific point of view. We have re-organized the curriculum. We have shifted the emphasis from selective education to that of conserving all abilities, high and low. In other words, a democratic attitude has superceded the old aristocratic view. The modern school recognizes each child as an individual problem to be given that training which will enable him to live a life of maximum service to society and happiness for himself."

Dean E. D. Jennings, of the Southern Methodist University said:

"The salvation of the race, depends upon conscience—moral and religious conscience first of all—but also upon sex conscience. Tabu develops with the race. Sex irregularities always mark the decline and fall of individuals and nations. Conscience is the counteractive. Conscience, however, is not the stimulator of the highest type of moral conduct, for conscience leads to blind obedience and fails to adjust itself to changed conditions. Loss of faith in humanity comes from the shattering of ideals; lapses of morality

then follow. The youth of today suffer from a change in the standard of living; hence more irregularities are brought to our attention than heretofore." Dean Jennings sounded an optimistic note, however, when he said, in conclusion, that moral standards are gradually rising higher with the accumulation of knowledge.

Governor Dan Moody was in attendance also. He is a picturesque figure, in size, force, sincerity and in general manner he suggests our State Superintendent Chas. A. Lee. He's a Missourian, too, born in Macon County. We should have known it sooner and had him as a guest at our Missouri luncheon. This oversight was the occasion of many expres-

sions of regret. Note the ring of his address in the following words:

"We no longer look upon 'The Little Red School House' as the center of educational life. It has been glorified for generations by political office seekers who wish to appeal to the support of the rural population of America. But today we know that the boy or girl who gets all of his or her education in the little red school house enters life with a handicap.

"We are striving towards the day when every boy and girl in the state of Texas will receive a high school education. We know this is the only means of insuring the safety of the government of our state," he said it as though he meant it. Texas school people think he means it. Too bad for Missouri that he is not leading his party here.



## RURAL SCHOOL POPULATION DECLINES.

When the school year closed June 30, 1926, there were 8,105 rural school districts in Missouri of which 517 had an enrollment of fewer than ten; 1,118 enrolled from 10 to 14 and 1,567 from 15 to 19. This gives a total of 3,193 districts with small enrollments, too small to conduct a school economically because the per capita cost of education is so great. Doubtless among the 517 districts enrolling fewer than ten there were many with enrollments as low as four, five or six. Anyone knows that the maintenance of such a school is too costly.

Maintaining the small district boundaries established more than half a century ago actually wastes many thousands of dollars. Furthermore the child is denied the benefit of becoming more socialized as would be possible in a larger group. Even the play periods almost fail because there are not enough children to play many games interestingly. Thus we ordinarily find the children listlessly standing or sitting about the house or school grounds during recess

periods and the noon hour because there are too few to play interesting games. Play is the normal activity of all children. The lack of play is injurious to all children.

The children were not enrolled in these rural districts just cited because the children were not in the districts. The depopulation of rural Missouri has been going on for many years and one of the chief causes is lack of good school facilities. When we consider there were fifty-four districts with less than four months of school, and 270 districts with from 4 to 6 months we see 324 rural districts had terms of less than eight months. Add to this 972 districts which had from 6 to 8 months and we can safely conclude that at least 1200 rural districts in Missouri do not have eight months of school. These districts are not entitled to any state money and while education is a thing for which the state is constitutionally responsible yet the state has no part in their maintenance because their terms are not eight months.

The material for this page is furnished by the State Department of Education.

Districts with small valuations paying the constitutional limit of 65 cents and having short terms and for this reason receiving no state money are in such financial condition as to render them almost without service to any community. A one-room rural school with less than \$125,000 valuation is unable to maintain any school approaching what can be considered adequate in facilities. This is a very low minimum and yet there are more than four thousand rural districts with smaller valuations than \$125,000. This is approximately half of the rural districts in the state and leads to the conclusion that more than half of the rural districts in the state have valuations below the minimum necessary to support a school with the bare necessities. Furthermore at least one-third of the rural children live out of reach of a high school.

There are fourteen districts with a valuation of less than \$10,000, sixty-nine with from \$10,000 to \$20,000, 177 with from \$20,000 to \$30,000 and 382 with from \$30,000 to \$40,000 etc.

Thus it may be seen rural Missouri has a serious and sad educational difficulty resulting in actually denying children the bare necessities of an elementary education.

Solution of this situation can be brought about only by such a redistricting plan as will equalize the working capital behind each child in the state so that adequate provisions can be made for the educational welfare of all on a par with the provisions made by the larger town and consolidated districts.

#### *Tuition of the Public Schools*

Exclusive of the three large cities there was a total of 20,457 tuition pupils last school year. Of these 17,309 paid tuition in the high school and 3,148 in the grades. This means there were more than 17,000 children, or more than one-fourth of the high school enrollment who lived outside of high school districts and who had to pay from three to five dollars a month or from \$27 to \$45 a year to attend high school. Most first class high schools charge \$4 or \$5 a month for tuition. Only second and third class high schools charge \$2 or \$3 a month. Tuition doubtless works a hardship on many families and is doubtless more than it would cost the head of many households in taxes each year to send the children to high school.

Districts on the whole educate tuition students at a loss and some high schools' enrollments are made up of fifty per cent tuition students. Some high schools are too crowded to admit non-residents and fix a tuition so high that the non-residents will not pay it thus denying a high school education to many.

In addition to the 17,309 who pay tuition there are about one-third of the children in the state who live out of reach of high school facilities. Thus it may be seen a plan should be inaugurated whereby those children without high school facilities would not have to pay tuition and those not close enough to high school to attend even on a tuition basis might attend one within their own district.

There were 15,857 tuition students in first class high schools exclusive of the three large cities, 825 tuition students in second class high schools, 594 in third class high schools and 33 in unclassified high schools. Doubtless more than \$60,000 a month was paid in tuition for these students. The suspension of this practice will be a proper step toward democracy in education.

#### *University Women Foster Child Study*

Study of the preschool child by groups of women is sponsored by the American Association of University Women. Outlines of study are supplied by the educational secretary of the association under whose general supervision the work is conducted. The approximate number of groups has increased from 23 in 1923-24 to 83 groups in 1924-25, and to 157 groups in 1925-26. During the past year at least 1,500 women in 38 States were enrolled in these study groups.

#### *More Time Allotted To Manual Arts*

An increase in the time allotted to manual-arts courses in public schools was reported by 221 out of 307 representative cities in the United States which responded to a questionnaire sent out by the Interior Department, Bureau of Education. Results of this survey, conducted by Maris M. Proffitt, specialist in industrial education, and covering the period 1915 to 1925, have been published in Industrial Education Circular No. 26. If replies from the cities participating in the survey, all of which have populations of 5,000 or more, are typical of the remaining cities of the same class, it may be assumed that 72 per cent of the larger cities of the country, during this 10-year period,



The material for this page is furnished by the State Department of Education.

increased in their schools the time allotted to manual-arts work. The greatest increase in time allotment for this course, 64 per cent, occurred in cities having from 5,000 to 10,000 people. All cities of more than 20,000 population included in this study offer manual-arts courses, and no city of more than 50,000 population reported a decrease in the time allotted in public schools to manual arts.

#### *Avoiding Accidents.*

Teachers could well lay much emphasis upon preventing accidents by correlating instruction in this with other school work. One "Safety First Campaign" a year is not enough. Making "Safety First Posters" is commendable, but continued emphasis throughout the year upon the avoidance of accidents is a part of an education. It is a civic duty to preserve our own life and body from injury and avoid causing injury and possibly the death of others. Children should be taught to place every possible safeguard around themselves and others.

Thousands of educators are now instructing school children how to avoid being involved in accidents so they will grow up to enjoy the real adventures of life, asserts the national safety council, which has several field secretaries devoting all of their time to this work.

Albert W. Whitney, vice-president in charge of the council's educational efforts, reports that as a result of this endeavor motor fatalities to children in Detroit, on a basis of school registration, have been reduced 60 per cent. The first year of safety work in the schools of Springfield, Mass., showed a reduction of accidental deaths to children of school age, whereas the deaths to children of preschool age, who therefore did not come under the influence of the schools, increased.

At Louisville the motor fatalities to children of school age the year before safety instruction was introduced were 23; this toll fell the following year to 14, the next year to 8 and more recently a record of 11 months and 24 days was made without a single motor fatality to a public school child.

To establish 100 scholarships for rural teachers in summer schools of George Peabody College for Teachers, Nashville, Tenn., the sum of \$100,000 has been donated to the college.

## THE UNKNOWN TEACHER

(Henry VanDyke)

*And what of teaching? Ah, there you have the worst paid and the best rewarded of all the vocations. Dare not enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake are among the nobility of mankind.*

*I sing the praise of the unknown teacher.*

*Great generals win campaigns, but it is the unknown soldier who wins the war.*

*Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.*

*Knowledge may be gained from books but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."*

#### *Bird and Arbor Day*

Section 11156 of the Missouri Statutes provides that the schools of Missouri should observe the first Friday after the first Tuesday in April each year as Arbor Day. The Department suggests that Bird Day be observed at the same time, and material for exercises for these days will be found on pages 95 to 103 inclusive of "A Manual for the Observance of Special Days in Missouri Schools," a publication issued by the Department last summer and distributed to the county superintendents.

The observance of these days is important in that it inspires children to love nature more and develop more appreciation for the com-



The material for this page is furnished by the State Department of Education.

mon things of life. No trees will be destroyed or injured and birds' nests will be safe when children learn to appreciate these fully.

School grounds should be beautified by trees, shrubs and flowers planted around the fences, along the walks and by the buildings. Children should be encouraged to provide houses for birds' nests even if they are nothing more than tin cans with one end open and mounted on buildings or posts about the home.

William Cullen Bryant was the nature poet and even small children can appreciate his poems of nature.

In addition to selections found in the Department bulletin such selections "Little by Little," the portion of *Thanotopsis* beginning with, "To him who in the love of nature holds," "Waiting to Grow," "The Planting of the Apple Tree" and "Spring" can be used.

Teachers will be rendering a valuable service to the community by the observance of Bird and Arbor Day.

#### *Music Appreciation Contest.*

As has been announced in School and Community and over WOS, the Music Appreciation Contest which began in October will close Monday night March 14 when the final contest program will be given.

Two radio receiving sets will be given to schools winning in the contest.

1.—To the rural or elementary school whose pupils win the greatest number of certificates of award in proportion to the total enrollment the Department will give an Atwater-Kent six-tube single dial control receiving set with speaker, but without accessories. This set has been donated by the Brown and Hall Supply Company of St. Louis.

2.—To the high school whose students win the greatest number of certificates of award in proportion to the enrollment in the high school the Department will give a King radio console model No. 62 six-tube single dial control receiving set complete with speaker. This set was donated by the Donaldson Radio Company of Kansas City.

3.—Certificates of award will be given to children in the elementary and rural schools who recognize five out of six selections played from Station WOS beginning at 7:00 p. m. March 14. The names of each selection must be written in the order played and the composer's name written after each.

4.—Certificates of award will be given to high school students who recognize ten out of twelve selections played the same evening. Also the same plan of making a record of the selections shall be followed as set forth in the case of the elementary schools.

Each county superintendent is in charge of the contest in his or her county and have all information necessary. All teachers whose schools plan to take part in the contest should correspond with the county superintendent.

#### *Premiums for State Spelling Contest*

In accordance with past custom the Executive Committee of the Missouri State Teachers Association appropriated \$100 for premiums to be divided among the winners of the state spelling contest to be held the first day of the County Superintendents' Convention. In addition to a distribution of the cash prizes so every contestant will receive something the State Superintendent will give Certificates of Award to those winning first, second and third places in the state contest. There may be additional cash awards, but no announcement concerning them can be made at this time.

#### *Children Learn Thinking By Thinking*

"Another reason why children do not think as much as adults is because teachers and parents do not give them the opportunity. The line of least resistance on the part of teacher and parent is to do the thinking for the children rather than to guide them in the process. A child learns to think by thinking and not by having someone else do it for him. Many children show ability to think when called upon to solve their own problems outside of school. The same children under the control of an unsympathetic teacher will substitute verbal statements, having merely the appearance of thought, for thought itself. If thinking is directed toward the solution of real problems, it is pleasant and satisfying. It will appear worth while, and children and young people will do more of it. Thinking, like all learning, should be accompanied by a feeling of satisfaction. There are distinct stages of preparation and readiness for the act of thinking."—From "Psychology for Teachers" by Benson, Lough, Skinner and West.

#### *Prizes Awarded for Essays.*

The Department sent cash prizes and medals in December to the elementary school children who won the essay contest sponsored by the Highway Education Board of Washington, D. C. The prizes were furnished by the National Automobile Chamber of Commerce. The essays were on the subject of "Safety."

In the contest in which teachers furnished lesson plans on how they would teach a les-

The material for this page is furnished by the State Department of Education.

son on "Safety" Miss Julia Anne Porter of the junior high school of Independence won first honors and Miss Emma Mobs, R. N., School Nurse and teacher of hygiene in the primary grades at Kirksville, won honorable mention. These were the two possible places open for teachers. No prizes were offered for teachers.

The first prize consisting of a gold medal and \$15.00 in cash was awarded to Guy C. Million, Jr., of Boonville and the second prize, a silver medal and \$10.00 was won by Velda Amyx of Jefferson City.

There were nine third prizes of \$5.00 and a bronze medal won by:

Mary McDonald, Jefferson City  
Imogene Anderson, Jefferson City  
Frances Smith, Jefferson City  
Gladys Smith, Sedalia  
Clara Lawson, Sedalia  
Mable Shore, Sedalia  
Forrest Bozarth, Warrensburg  
Irene Niemeier, Salisburg  
Vivadean Bastian, Hannibal

All essays submitted were of good quality. The contest should receive wide attention in the state and every child who is sufficiently advanced in composition work would do well to submit an essay to this Department. Due announcement will be made concerning the next essay contest.

#### A Poem Worth Knowing

We teachers who have passed through the various stages of development and have become men and women should regard our work as so well set forth in the poem "The Bridge Builder." In fact we should all memorize it and become imbued with the spirit of it. Also we should have the older children in our schools memorize it.

The poem follows:

An old man going a lone highway,  
Came at the evening, cold and gray  
To a chasm vast and deep and wide,  
The old man crossed in the twilight dim,  
The sullen stream had no fear for him;  
But he turned when safe on the other  
side

And built a bridge to span the tide.

"Old man," said a pilgrim near,

"You are wasting your strength building here;

Your journey will end with the ending day,

You never again will pass this way;  
You've crossed the chasm deep and wide,  
Why build you this bridge at evening tide?"

The builder lifted his old gray head—

"Good friend, in the path I have come,  
he said,

"There followeth after me today

A youth whose feet must pass this way,  
This chasm that has been as naught to me

To that fair-haired youth may a pitfall be,

He too must cross in the twilight dim,

Good friend, I am building this bridge for him."

#### NEWS NOTES

One-room schools in Pennsylvania are decreasing at the rate of about 375 each year.

Forty men and women taught to read and write is reported as result of the first five months' activity in Peru of the league against illiteracy, organized last year. Registration of 252 people for instruction in fundamentals of the language is reported in Lima, and of 62 in Callao.

Two afternoon symphony concerts are planned for school children of Milwaukee, Wis., sponsored by the board of school directors. The concerts will be given by the Chicago Symphony Orchestra. Tickets will be apportioned to the schools on the basis of enrollment, and will be sold at 40 cents each. In addition, a "music festival" will be held in the spring of 1927.

More than 9,000 children under 16 years of age were killed or injured on streets of London, England, during 1926, notwithstanding the practice of keeping an experienced policeman near the entrance to schools. In addition, 38 teachers were absent from school as the result of street accidents during 1925, as compared with 25 in 1924.

An average retardation of nearly three years of boys in the Chicago and Cook County Schools for Boys is reported by the superintendent. "Rarely does a boy become delinquent who is mentally superior. Contrary to popular opinion those boys who dislike books do not do well in the workshop, nor do they exhibit much scientific curiosity in nature-study excursions," states the superintendent.

A dozen railroads and 25 hospitals in Georgia are co-operating with the State board of health in supplying needed medical and surgical attention for rural school children of the state. Children may be taken to the nearest hospital, where they will receive care and treatment for two days at minimum rates. Railroads have authorized half fare for the parent accompanying the child, and one-half of half-fare rates for children under 12 years of age. By this plan hospital service becomes accessible to all children, as it has been found that a hospital is within 75 miles of every school district in the state.

According to statistics sent out by the National Education Association Missouri is expending 2.45 percent of its income upon public, elementary and high schools. It stands 29th among the states in the percentage which it is expending. In this list North Dakota stands highest, spending 5.50 of its income and South Dakota second, spending 4.37 of its income. Taking together its entire expenditure for public and private elementary and high schools Missouri spends 2.57 of its income and ranks 34th among the states of the union.

Dental examinations have been given to 102,741 children, 112,070 fillings made,

The material for this page is furnished by the State Department of Education.

3,425 tooth brush drills have been conducted, and 1,567 lectures given attended by 207,576 school children in the South Carolina schools during the last three years, according to a recent report from that state. State-wide dental clinics were inaugurated in the schools three years ago by the mouth hygiene department of the State Board of Health. Clinics have been conducted during this time in every school in 17 of the 46 counties of South Carolina.

Several other states have instituted dental clinics as a part of their regular school health program. Training the pupils in better habits of personal hygiene is recognized as one of the primary duties of the public school.

In accordance with the provisions of the bill relating to crippled children passed by the last legislature in Tennessee, a committee of five persons has been designated to aid

the commissioner of institutions in carrying out the requirements of the law. The purpose of the law is to provide suitable medical and surgical treatment and education for crippled children whose parents or guardians fail or are financially unable to provide for them.

The Commonwealth Fund, located at 58th Street and Fifth Avenue, New York which has about \$20,000,000.00 which has been devoted largely to improving health conditions for children in the past is now promoting the idea of hospitals for rural people. The fund contributes two-thirds of the amount necessary to build the hospital where the county or rural community will agree to bear the other one-third and to maintain the hospital when constructed. They are planning to build two such hospitals each year. The next hospital is to be in the middle west. Why not in Missouri?

## ALLOCATION OF STATE SCHOOL MONEY.

1918 to 1926 inclusive.

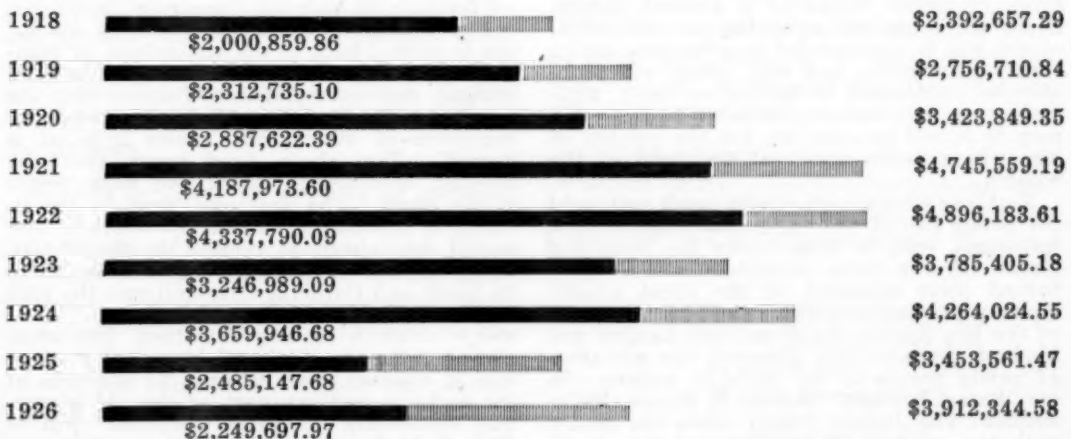
By Geo. W. Reavis.

The solid bar represents the amount of State School Money apportioned to the schools of the State on the teacher and attendance basis. Schools paying a teacher \$1,000 or more receives \$100 for each such teacher. Those paying less than \$1000 per year, receives \$50.00 per teacher. The remainder is apportioned on the number of day's attendance per pupil.

The light portion of the bar at the right represents the amount drawn to scale of State School Money apportioned to the schools as special subsidies including such items as special aid to consolidated districts, teacher training schools, city teacher training schools, special aid to rural high schools, vocational education, \$400 each to County Superintendents.

In 1911 the Legislature changed the method of apportioning State School Money from the enumeration basis to the teacher-attendance basis, and the following graph shows the comparative amounts spent for special subsidies during the years indicated. It should be kept in mind, however, that the special subsidies have been used for the benefit of the schools as an equalizing fund. In the minds of the Legislatures this was necessary as an equalizing fund to either encourage special phases of education, or to grant special aid to weak communities.

The entire bar represents the one-third of the State revenue set aside for the support of public schools, while the shaded part represents the amount distributed on the teacher-attendance basis.





## ABOUT BOOKS

Raymond Winfield Settle

**A**NNOUNCEMENTS have come from the publishers that no less than four thousand new books have gone into circulation this fall. Add to this large number the old titles that are still going strong and an amazing total is the result. There are books for everybody, on every conceivable subject, by authors with every degree of ability. It is worthy of note to recall that the annual output of books, that is, new titles, is fully twenty per cent less than, say before the war, yet the total number of books published, including reprints is fifty per cent larger. This is due, in part, to the effort of publishers to live up to their slogan "fewer and better books," and also, as we like to think, to a better discrimination on the part of book buyers.

After all, books are made to sell, and in order that his balance sheet may show a profit at the end of the year the publisher makes a serious effort to discover what the people want. If he can find out, or make an accurate guess he closes the year's business with a feeling of self-congratulation,—if he misses his guess,—well people will buy books next year, and he tries again. Therefore it becomes necessary for the book buying public to do the discriminating. In the first place, book buyers must know what they want, and in the second place what is good in that line. Just here the average person throws up his hands; so to speak, and lets out a wail of despair. How is he to choose just what he wants out of the welter of titles that shout at him from the pages of magazines and newspapers? At this point the friendly critic and reviewer steps in with the offer of his services. Not having books to sell, and being under no obligation to either publisher or reader, he is one of those rare mortals who can freely express his opinion.

In this column frank opinions will be given regarding books of a general nature. Some will be praised as having genuine merit, others will be commended because they aspire rather than attain, and still others will probably be condemned as having no merit, aspiration or attainment. Whatever the word may be it will be after all, but the opinion of him whose name stands at the head of the column.

To those whose lives vitally touch and mold the young life of the nation there is no more important subject than books for boys and girls. Of late years competent writers have turned their attention to the great out-of-doors with most gratifying results. The rise of the Boy Scouts, the Woodcraft League and kindred organizations directed the attention of young people to the world of nature. In his "Forest Friends," Hubert R. Evans (Philadelphia: The Judson Press) takes the reader with him on long tramps through the woods of the Northwest and shows him how the Cut-throat Trout, the Silversides Salmon, the Beaver and other wild creatures live and be-

have when at home. In it the remarkable life cycle of the salmon is described from the hour when it hatched to the long journey it makes from the sea back to the spot where it was born. The fifty-three stories contained in the volume are not fanciful accounts of how imaginary animals behaved, but are accounts of what the author observed in his rambles through the woods. This book should not be placed in the hands of a boy who has work to do, for it will prove so delightfully absorbing that his tasks will be forgotten.

Another book on the same order as the above is "Followers of The Trail," by Zoe Meyer. (Boston: Little, Brown and Company). This one consists of fourteen stories of what goes on in those far-away places where man is more of a curiosity than a menace. They are largely the observations of the Hermit who with his dog Pal lived for some months in the wilds of the Northwest. For the boy who is interested in animal life, and what boy is not, "Followers of the Trail" will prove to be a veritable mine of information. For use in the school-room where short readings on nature subjects are desired either of these volumes will prove satisfactory.

In "Cordelia Chantrell," Meade Minnigerode (New York: G. P. Putnam's Sons) successfully combines two distinct branches of literary art in a pleasing and satisfying manner. The plan of the book is fiction written in the form of biography, and the illusion is complete. Were it not for an explanation on the jacket one would never know but what it is authentic biography. The chief value of the book lies in its intimate, detailed picture of life in and about Charleston prior to and during the Civil War. Through the medium of the supposed biography of Cordelia Chantrell, "one of the dark Chantrells," concerning whom an ancient couplet said,

"Nothing Beware of Chantrells fair,

But Chantrell's dark bring misery stark," one is carried back to the atmosphere of plantation days in the old South. Adventure, intrigue and overwhelming disaster dog the footsteps of Cordelia. She witnesses the happiness of others, but knows little of it herself. Two shots, fired years apart by Preston Baimbridge, mark the high points in the story. The first one, fired in the library of Penmarch missed its mark. The second was aimed at himself in the library of Ashley House, Nassau. One of them found its mark and Cordelia Chantrell was the only human being that witnessed them both. The story is worth reading for itself, but when viewed from the angle of historical description it appears even better. To students of the customs and manners of the old plantation aristocrats "Cordelia Chantrell" will be most welcome.

For those who like mystery stories, "Into the Void" by Florence Converse (Little, Brown and Company) will afford many divert-



ing moments. The story is about the disappearance of Patty Farwell, the Manager of the Bookshop. There was a poet who also disappeared, or rather "pranced into the Fourth Dimension" to put it in his own words. At first the small college town in which it all happened was inclined to take the whole affair as a joke, or possibly a publicity stunt, but when neither of the lost ones reappeared the affair was taken seriously. It is thrilling enough to satisfy the most persistent seeker after thrill, yet there is a staid, almost prim

and bookish atmosphere about it. Miss Converse has set a new standard for writers of mystery tales in that she has written a most acceptable one in which super-intelligent detectives with their weird laboratories are conspicuous by their absence. She evidently believes that a mystery story involving common, everyday folks may be made as interesting as one in which the high-gearred crime detector pursues his infallible calling. At any rate, she has written just such a story.

## MISSOURI SCHOOL ADMINISTRATIVE ASSOCIATION HOLDS SUCCESSFUL MEETING.

**T**HE FOURTEENTH Annual Meeting of the Missouri School Administrative Association was held at Columbia on February 3rd and 4th. The program was carried out essentially as planned and the attendance was up to the standard. Roscoe V. Cramer of Lebanon was elected as President and Columbia was selected as the next place of meeting.

The following is a copy of the resolutions adopted:

To The Missouri State School Administrative Association:

We, Your Committee on Resolutions desire to submit the following:

### BE IT RESOLVED

**FIRST**—That we endorse and urge our representatives and senators in the General Assembly to support the measures backed by the Missouri State Teachers Association, namely, House Bill No. 1, providing for a State Educational Fund; House Bill No. 64 providing for larger units of administration and taxation; and Joint and Concurrent Resolution No. 3, removing from the state as a whole the Constitutional prohibition against municipalities providing retirement funds for the teachers.

**SECOND**—That we approve as amended the report of our Committee who investigated the condition of the state school fund. That we deprecate the tendency of recent legislatures to relieve the general revenue fund by appropriations from the one-third of the ordinary revenue set aside for the public schools, and respectfully request the present General Assembly to establish a precedent for future legislatures by seeing to it that

this one-third of the ordinary revenue is not dissipated. In this connection we reiterate our belief that ways must be found by which the increased financial needs of education due to increased enrollment and increased demands may be met.

**THIRD**—That we express our strongest appreciation to Supt. C. A. Greene and Roscoe V. Cramer and to Prin. F. O. Engleman for their untiring and effective labor in bringing the facts concerning the appropriation of this fund before the public.

**FOURTH**—That we express our cordial appreciation to President J. N. Crocker for the manner in which he has conducted this convention: To Dean M. G. Neale and the School of Education of the University of Missouri for the genial hospitality and the substantial assistance given in the arrangement of the details of the program which have made our convention a pleasant and profitable one.

**FIFTH**—That we heartily thank Dr. Carter Alexander, Supt. E. E. Oberholtzer and Supt. C. W. Washburne for their helpful and stimulating messages.

**SIXTH**—That we acknowledge our appreciation of the splendid entertainment contributed by the School of Fine Arts of the University and by Christian and Stephens Junior Colleges.

Respectfully submitted,  
H. P. Study, chairman  
J. Richmond  
W. H. Lemmel

COMMITTEE

# ITEMS of INTEREST

## M. S. T. A. HEADQUARTERS BURN.

The building in which the offices of the Missouri State Teachers Association were located was burned on the morning of February 21st. The fire was started by the explosion of a gasoline stove in the hamburger shack that stood near the M. S. T. A. offices. Notwithstanding the fact that the fire started at 2:30 o'clock in the morning the contents of the offices were carried out and saved from serious loss.

The offices are now temporarily located in one large room of the Y. M. C. A. building where they will remain until the permanent headquarters building is completed in July or August.

## Health of the School Teacher

Absence of teachers from school on account of sickness, as compared with records of industrial workers and clerical groups, seems to indicate the superior health of teachers. Contrary to general belief, statistics show that the teacher is not more subject to diseases of the respiratory organs than other indoor workers, nor to diseases of the digestive organs. In regard to nervous diseases, however, and especially neurasthenia, or nervous exhaustion, records are not so favorable to the teacher, according to a study of the health of the teacher, made by Dr. James F. Rogers, chief, division of physical education and school hygiene, published by the Interior Department, Bureau of Education, in School Health Studies No. 12.

## INDUSTRIAL SHOP CLASSES OF FLAT RIVER

The schools in Flat River have recently established two General Industrial shop classes, organized under the provisions of the Smith-Hughes Act. Mr. E. F. Daniels, instructor in charge of the Building Trades and Woodworking shop, has found plenty of practical carpentry work in the community for instructional purposes.

Mr. Dosing, instructor in charge of the Metal Trades shop, has been connected with the lead plants the past twenty years and is assured of real job projects from the several plants located in and near Flat River.

## HOW SPEND VACATION?

You are anxious to make the summer count for the very most in expansion and development of your own life as well as in preparing you for greater usefulness in and out of the school room. Three or four lines of major endeavor will make their appeal to you as a most satisfactory way for you to spend your time and money for these three months. Every summer each teacher must account to herself for the effective expenditure of this time.

As one of the major lines of endeavor, travel has been rapidly pushing the summer school

for first place in the number of teachers who take advantage of it.

Travel clubs and bureaus have flourished and every succeeding August now sees an increasing number of teachers returning from the summer's communion with nature, study of topography and visit to historic spots. These experiences provide a fund of information for the class room, invigorate the school work and carry over interest and enthusiasm to the pupils. Who can say that it does not add professional, if not also physical years to the teacher's life?

The Service Bureau of State Teachers Associations, of which the Missouri State Teachers Association is a member, has now formulated a free service to teachers who are considering travel during the coming summer. The Bureau will be glad to give any member of the Association, upon receipt of a stamped, self-addressed envelope, information regarding tours, costs, itineraries, etc. Teachers who are thinking of travel to any of the four corners of the globe should avail themselves of this travel service. Write to the Service Bureau of State Teachers Associations, 416 Shops Building, Des Moines, Iowa.

## SOUTHWEST MISSOURI HIGH SCHOOL MUSICAL CONTEST

At the Southwest Missouri State Teachers College in Springfield will be held on April 14-15, 1927 the eleventh Annual Musical Contest of Southwest Missouri.

In this contest any high school student in good standing is eligible to compete. Students of postgraduate rank or below the ninth grade are not eligible except for group numbers where grade pupils may be used. The superintendent or principal of the high school must file with the college a statement that the contestants meet the eligibility requirements and the performers must confine themselves to one selection for each entry.

There will be eighteen contests as follows: Large mixed chorus (minimum 24 voices); Small mixed chorus (between 16 and 24 voices); Girls' Glee Club (16 to 20 voices), three part music is recommended; Boys' Glee Club (16 to 20 voices); Girls' Quartette (4 parts); Boys' Quartette (4 parts); Mixed Quartette; Vocal Solo (Girl); Vocal Solo (Boy); Piano Solo (Not to exceed ten minutes); Violin Solo (Not to exceed ten minutes); Cello Solo; Flute Solo; Cornet Solo; Orchestra; Brass Band; Accompanist; Memory Contest.

For the school ranking highest in each ensemble number a silver cup to be retained as permanent property by the school winning it three times will be given. In the individual contests gold medals, silver medals and certifi-

cates of honor are given as first, second and third prizes respectively. Where there is no competition no award will be given unless the contestant scores 90 points or more.

The contestants shall be divided into three separate classes depending upon the size of the school. Class C will be composed of schools of two hundred students or less; Class B of schools having two hundred students and less than four hundred and Class A of schools having more than four hundred students.

The Class C and Class B contests will be held on April 14th and Class A contest on April 15th.

Entries must be filed by April 8th and should be addressed to Mr. C. P. Kinsey, Springfield, Missouri before that date.

#### THE CENTENARY OF PESTALOZZI

The memory of Johann Heinrich Pestalozzi, one of the illustrious sons of that modest but very active republic in the heart of turbulent Europe, Switzerland, is to be honored this year, the centenary of his death. The city and the State of his birth, Zurich, are cooperating in the preparation of elaborate plans, in which the educational authorities, the University of Zurich and other educational institutions will take leading parts. Special exercises, educational exhibits and conferences, to which foreign representatives have been invited, mark February as a real "Pestalozzi month."

For August 1, 2 and 3, however, a great international educational congress has been planned, to which the teachers of Europe and America are to be invited. A national advisory committee for America has been organized, consisting of President Nicholas Murray Butler of Columbia University; Dr. J. J. Tigert, United States Commissioner of Education; Dr. Frank P. Graves, State Commissioner of Education, and Prof. Lillian Stroebe of Vassar College. The educational directors of the various countries of Europe and America form an international educational committee, the names of which will be published later.

The organization of the work for the Zurich convention and the transmission of the Swiss official invitation to the American teaching profession have been placed in the hands of Dr. K. E. Richter of the College of the City of New York who in his capacity of educational director for the American branch will be glad to furnish any information concerning the educational congress.

He is also closely cooperating with the authorities of Zurich to work out an interesting program for the three days of the convention, which will attract the teachers of Europe and America. During the three days the mornings will be devoted to conferences, the afternoons to sightseeing, the evenings to social functions, such as a Venetian night on the lake, a concert and dance and finally a farewell dinner. Other attractive features will be included in the program of the entire trip from the time of leaving New York to the time of departure for home. It is expected that the American teaching profession will be represented by a large contingent commensurate to the dignity, caliber and number of the American teachers.

The management of the official tours through Europe and return has been intrusted to the touring department of the United American Lines, 28 Broadway, New York City, thus assuring a comfortable and delightful journey. Information concerning the educational congress in Zurich will be furnished by the Educational Director (American Branch), Dr. K. E. Richter, College of the City of New York, Convent avenue and 138th street.

#### THE USE OF THE WINNETKA AND DALTON PLANS

A recent bulletin from the Department of the Interior reports an investigation of the Bureau of Education as to the city school systems that are grouping pupils according to ability. Of 163 cities ranging from ten to thirty thousand population, 145 reported having adopted a plan of dividing some or all of the pupils in all the elementary grades. Thirty of the cities use the I. Q., mental age, educational age and teacher's judgment as bases for classification of pupils. In sixty-six cities ranging from thirty to a hundred thousand population, pupils are being classified in some or all grades into ability groups. Fifty-seven of these schools are so classifying the pupils in the junior high school and thirty-six are using the method in the senior or regular four year high school.

Of the 280 cities reporting, forty-four stated that they were using the Dalton plan or some modification of it and forty-two said that they were using the Winnetka technique or an adaption of it.

Only three Missouri school systems are found in the report. Kansas City, Missouri indicates that they are using ability grouping in the junior high school and the senior high school as well as all grades of the elementary school. In each of these schools three ability groups are used and the I. Q. and teacher's judgment are the bases reported for these divisions.

In St. Louis some elementary schools are using the ability group plan but no junior or senior high schools are reported as doing so. The I. Q., mental age, educational age, teacher's judgment and anatomical and social age form the bases for the division.

In St. Louis ability grouping is used in the first three grades but not in the junior and senior high schools. Two ability groups are used and the I. Q. is the basis for the divisions. St. Joseph is listed as using the Dalton plan in one school and in grade four of this school. The elements of the Dalton plan indicated as being used are time budgeting by the job, division of subject matter into jobs with no new assignment until the jobs are completed.

The Elvins high school basket ball team won the championship at a girls' basket ball tournament in Fulton under the auspices of William Woods College. The second place was won by Crystal City and the third place by Diehlstadt.

The Board of Regents of the Southeast Missouri State Teachers College at its recent meeting made arrangements to rush the work on the new stadium so as to have the building ready for the annual high school basket ball tournament in March.



### DEATH CLAIMS ONE OF ST. LOUIS' OLDEST TEACHERS

On February 14th Miss Delia A. Gibbs who has served Cote Brillante School for 35 years died. She was one of St. Louis' oldest teachers.

Miss Gibbs was born in Virginia and came to St. Louis in early life. From 1856 to 1864 she was a student at Lindenwood Seminary and lately was known as one of the institutions pioneer students. She was to have been a central figure in the centennial celebration to be held at Lindenwood next May.

She began her work at Cote Brillante in the early 70's when that place was but a log school house surrounded by fields and woods. She organized a Sunday School at the school house and this later developed into the church which is now located at Marcus and Labaddie Avenues.

She was a woman of fine character and of great human sympathy; she was energetic and untiring in her efforts to benefit others. Many prominent citizens were her former pupils and many remember gratefully the financial assistance she gave them while students at Washington University.

As principal, she was always helpful to her teachers, treating them with kindness and respect. Her profession was paramount to other issues, and she endeavored to make her school and her teaching above criticism.

### THE TEACHERS' RETIREMENT FUND OF INDIANA

From a report of the Board of the Teachers' Retirement Fund recently published in the Indiana Teacher the following facts are gleaned:

The invested funds amount to \$3,260,997.02.

Not a dollar of interest or principal has been lost.

The average income earned is 4.7 per cent.

The State Board of Accounts examines the books each year.

An actuary examines the condition of the fund each biennium and the necessary tax levies are based on this report.

His report shows liabilities of \$13,808,521.25, assets \$4,318,282.84, and a deficit of \$9,490,238.41. The amount of contribution the state would have to make so that there be no increase in the present deficit is \$823,621.64.

There are 12,341 teachers now paying premiums.

Those who have made all of the payments required but who have not yet applied for annuities number 203.

The regular annuities now being paid amount to \$216,831.70.

The disability annuities are \$25,067.50.

Teachers pay assessment to provide 3-7 of the annuities and the state pays the balance.

The oldest beneficiary is 81 years of age.

The receipts for the year ending September 30, 1926 were \$2,072,580.98.

The disbursements were \$2,119,374.04.

### A TRIBUTE TO THE TEACHERS OF TODAY.

**A Teacher Census.**—Certainly, we'll make allowances for diplomacy, for politeness, for jocularity. But can anyone contend that the educational personnel of today is of that sour, forbidding, unlovely type which appears in the drama and the fiction, or lingers in the memory of a generation ago? I can recall my own teachers.

Miss First Primary .....	Adorable
Miss Second Primary .....	An acid mistake
Miss Third Primary .....	A poor complaining invalid
Miss Fourth Primary .....	A cold-blooded tyrant
Miss First Grammar .....	A female bully
Miss Second Grammar .....	A dear
Miss Third Grammar .....	A conceited stick
Miss Fourth Grammar .....	A wizened soul
My high school teachers .....	A lady, perfect
	Another almost as fine
	A wooden man
	A nincompoop
	A great stone face
	A mediocre woman
	A splendid man
	A wear liar

But today, a school near my home with twenty-four teachers in it has not one cheap member of its staff. According to the principal, "every one is a star." Certainly the children appear to be enjoying their acquaintance with these good people.

—Educational Review.

### AUSTRIA DEVELOPS THE DIRECT METHOD OF TEACHING

Another step in child welfare has been taken by Austrian cities. Municipal lodging houses for school children have been established in Vienna as a result of the new method of direct teaching undertaken in Austria, according to Robert W. Heingartner, U. S. consul at Vienna.

Under the new system, city children are taken to the country to study geology, botany, geography and kindred subjects at first hand. Country children are brought to the cities to see the traffic, large buildings, theater, opera and museums.

Until recently there was no appropriate place at which the children could be lodged. Now the city furnishes beds at a nominal charge, supper and breakfast at cost, and tickets for street cars, theater and opera at reduced prices. The new lodging house contains ten sleeping rooms with 180 beds, a lounging and a dining room, kitchen, hospital and shower baths. All the rooms are light and cheerful and appropriately decorated. Other cities in Austria have followed the example of Vienna.—Hygeia.



### A Creed For Rural Teachers

Mr. Bert Cooper, Director of Extension in the Northwest Missouri State Teachers College at Maryville gives the following principles as a foundation for vitalized rural education, according to the Northwest Missourian:

We believe that the best educational laboratory in the world is the farm and the farm home.

We believe that through the things folks have to do we must and can develop fine human beings. Country boys and girls must live and grow and work and be happy on the farm. Therefore, the farm and farm life should be dignified in our rural schools.

We believe that if farm boys and girls are taught to live in harmony and in sympathy with their every day surroundings they will be more apt to live happy and successful lives.

We believe that all school life should grow out of home life; that it should take up and continue the activities with which the child is already familiar in the home.

We believe that it is the business of the school to deepen and extend the sense of values bound up in the child's home life.

We believe that the school should not merely change the child's thinking into other channels but that it should constantly lift both his thinking and his living to higher levels.

We believe that by recognizing and taking advantage of the situations of the child's every day life, the home and the school will maintain a wholesome and desirable relationship. A relationship which will dignify the common things of every day life and glorify the work of father and mother on the farm and in the farm home.

We believe, then that the chief business of the rural school is to so manage the life situations confronting rural children as to call out the most and the best of their inner resources and then to guide the ensuing experiences so that the aggregate learning results of skills, knowledge, habits and attitudes shall be best.

### Deafened Children Receiving Increased Attention

To discover best methods of detecting defective hearing in children in public schools of the United States and to determine how this handicap may be overcome in school instruction, the American Federation of Organizations for the Hard of Hearing, at the suggestion of the United States Bureau of Education, Department of the Interior, appointed a committee to conduct a study in public schools of the country. Preliminary surveys made by this committee indicate that the hearing of about 3,000,000 school children is defective. In many cities special classes have been conducted for some time for seriously hard-of-hearing children. The present study relates especially to children whose hearing is not so seriously affected as to require segregation in the special schools.

### High Morals Laid to Home Economics

So reads the *New York Times'* headline for a short article on the three-year record of girls in the home economics department at Cass Technical High School of Detroit:

"No breach of moral conduct has occurred in the last three years among the girls of Cass Technical High School of Detroit so far as the school authorities know. This condition is attributed to the fact that the last six years each girl who entered the school was required to pursue for one semester a special course in the home economics department.

"This course was planned to assist the girls in making the conscious social adjustments which they felt were important to the development of their personality and also in attaining good habits of health and thrift. In a general way the course has been divided into three sections; social co-operation, health and thrift from the standpoint of the responsibility of the individual, the family and the community.

"One impelling interest of adolescent girls is to secure the social approval of their group," says Helen Livingstone, head of the department, in a statement explaining the purpose and working of the home economics course. "Whatever lends itself to that end is interesting to them. It may be styles of hair-dressing, finger nails, clothing, or manners and conduct, if, in their estimation, these enhance their personal appearance and attractiveness. Although the course does not aim to encourage the girls to become social butterflies, it does capitalize this interest and helps the girls to accomplish their objectives through desirable means."

### The Cult of Hero-Worship

Just why do people rebel at being told that George Washington was in the habit of swearing or that both Concord and Lexington claimed the battle but that neither respected the other's claims Miss Dorothea Lawrance Mann in an article in the *Publishers' Weekly* on "Does the Public Want to be Told the Truth about History?" finds that it is because the average person is "tradition-minded" and not "historically minded."

"Through the entire nineteenth century the cult of hero-worship grew in this country. Brass bands and centenaries have a fatal effect on truth," observes Mr. Guedalla.

"It was not until the twentieth century that a group of historians appeared who were bent on sifting the evidence until the real facts of our history and our great men were discovered. This point is important. These men were not afraid of their findings. They did not feel it needful to falsify in order to represent the United States as a great nation. They felt sure that they would not lose the fathers of the country by discovering them to have been human beings with problems to meet and capable of making errors. Equally they did not question the capacity of the public to receive the truth."

## INTERNATIONAL EDUCATIONAL CONFERENCES TO BE HELD DURING THE SPRING AND SUMMER OF 1927

### Toronto Conference

At a recent meeting of the officers of the World Federation of Education Associations with the Canadian Committee on Arrangements, final plans were made for the World Conference on Education, which will be held at Toronto, Canada, August 7-12, 1927. The prospects for this Conference are very fine indeed. The Canadian committee is doing most excellent work in making all local arrangements, and ample accommodations will be available for more than five thousand visitors. Assurances have been received of large delegations from a number of foreign countries and of smaller delegations from most countries of the world. The British Isles alone will send a delegation of four hundred teachers. The attendance from Canada will doubtless be the greatest at any educational meeting in her history. The attendance from the United States should also be very large. Final arrangements have already been made for a number of the most distinguished educators in Europe, Asia and America to appear upon the program.

Detailed information concerning the meeting can be secured from President A. O. Thomas, State House, Augusta, Maine, from Mr. C. H. Williams, 101 Jesse Hall, Columbia, Missouri, and from Dr. E. A. Hardy, Simcoe Hall, Room 220, University of Toronto, Toronto (5), Canada.

### Prague Conference

The International Bureau of Education at Geneva has arranged to convene an international educational conference to be held at Prague, Czechoslovakia, on the 18th and 19th of April, 1927. The object of this conference is to discuss the promotion of peace through the schools of the world. The main theme which will run through the discussions is: **What the School can do for Peace.** Numerous educators in Great Britain (notably in Wales), France, and Germany have been giving particular attention to this subject and it was made the theme of a remarkable conference at Geneva last summer. It is expected that the Prague Conference will be attended by delegates from every country of western and central Europe, and possibly from the United States and other countries.

### Locarno Conference

The Fourth International Conference of the New Education Fellowship, a progressive educational organization with branches in England, Germany, Switzerland, Bulgaria, Hungary, Belgium, Denmark, France, and the United States will be held in Locarno, Switzerland, from August 3 to August 15, 1927. The main topic of discussion will be: **The True Meaning of Freedom in Education.** One of the questions which will be discussed under this theme concerns closer educational relations of Europe and the United States. All American educators traveling in Europe dur-

ing the summer are cordially invited to arrange to attend this meeting.

Further information concerning both the Prague Conference and the Locarno Conference can be secured by writing to Professor Pierre Bovet, Director of the International Bureau of Education, Geneva, Switzerland. Professor Bovet is calling the Prague Conference and will be president of the Locarno Conference. Information concerning these meetings can also be secured from Mr. C. H. Williams, Secretary of the World Federation of Education Associations, 101 Jesse Hall, Columbia, Missouri. Persons wishing to register for the Locarno meeting should write to Miss Clare Soper, Secretary, New Education Fellowship, 11 Tavistock Square, London, W. C. 1, England.

### Check This Up With Your Own Experience

To determine the time actually required by high-school students for preparation of their lessons outside the-recitation period, a questionnaire was sent to students by the commissioner of secondary schools of California. Replies were received from 95,000 students. Of these, 4.2 per cent. frankly admitted spending no outside time in preparation; 9.6 per cent. reported spending from 1 to 15 minutes for a single recitation; 31.6 per cent., 16 to 30 minutes; 44.5 per cent., 31 to 60 minutes; and 10.1 per cent. claimed to devote an hour to outside study for each recitation. From these replies the inference was deduced that an average of from 45 to 60 minutes would be required for thorough preparation of a high-school recitation.—**School and Society.**

### Only One-fourth of Population on Farm

The University of South Carolina in its weekly news service reviews recent statistics on farm population in the United States covering a period from 1920 to 1925 inclusive. From these statistics the following facts are gleaned: total farm population has decreased from 29.9% to 25.2%. Farmers thus constitute only one-fourth of the total population of the Nation. Not only has the percentage of farm population decreased but the actual number of farm dwellers has also decreased by more than two and a half million people. During this same time the non-farm population group has increased by nearly twelve millions. The table shows that the movement from farms, while not confined to any particular section of the Nation, is greater in the agriculture states.

The states suffering the greatest decrease in farm population is Georgia which has lost 22.2%. Forty states have shown decreases and eight have shown increases in farm population. Strangely enough Massachusetts shows an increase of 25.8%. It would be interesting to know what class of people have moved to the farms in Massachusetts and what class of people have moved away from the farms in those agricultural regions where the loss is heavy.

Missouri is listed as having a farm population of 1,096,000 in 1925 having lost about 115,000 of her rural population during the

five-year period. There are only thirteen states that have lost more heavily than has Missouri and thirty-four have lost less.

The article points out that the movement resulting from social, cultural and recreational causes may be checked by improving the conditions of country life and suggests schools, libraries and places of amusement as the means by which this may be done. The article further states that rural migration assumes seriousness only when the more intelligent and educated country dwellers go to town leaving behind the less fit to carry on the important business of agriculture.

#### A Useful Bulletin

The Missouri Farmers' Association has issued a very attractive twenty-four page folder entitled "Special Feature Program Bulletin" which is filled with very exceptional suggestions for rural school programs in addition to setting forth some very practical suggestions regarding farm organization.

The folder contains general directions for the program committee which could be used profitably by any such group of people having responsibility for arranging programs. Lists of books are given containing special entertainment features and a bibliography on special agriculture subjects is included. The booklet contains twenty-five questions for discussion and thirty subjects for debate.

#### As Others See Us.

O, wad some power the giftie gie us  
To see ourselves as ithers see us  
But how much better if by spells  
Ithers could see us as we see ourselves.

If we expect to retain the public confidence which we have and to increase public interest and understanding, we shall have to realize that the time is upon us when we shall have to give as much attention to the parents as we do to the child.

—Edwin C. Broome.

The task of education in the end is to introduce growth into this ideal world of contemplation, so that it may desire those things which are forever interesting.

—Walter Lippmann.

The biggest obstacle in the way of public instruction is the school board; the time will come when that body will have as little control over actual teaching of pupils as a layman has over the performing of an operation in a hospital.

—William McAndrew.

As a curative measure for present ills we must have leisure and as a preventive measure we must have wide and tried experiment. The reform must begin at the top. All sham courses must be swept away; red tape must be cut through. Teachers must have enough money to be people, leaders everywhere. They must study and travel and see the world. They must play and know people.

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—Gertrude Klein.

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—W. T. Longshore.



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—Francis G. Blair.

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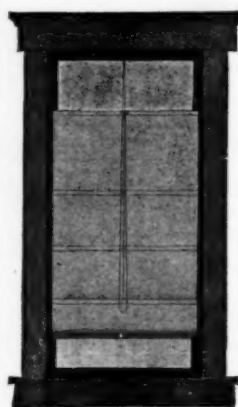
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